DOCUMENT RESUME

ED 224 481 IR 050 006

TITLE	Cataloguing, Classification and Processing. A Simplified Guide for School Libraries.
INSTITUTION	Manitoba Dept. of Education, Winnipeg.
PUB DATE	[79]
NOTE	43p.
PUB TYPE	Guides - General (050)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Cataloging; *Classification; Elementary Secondary Education; Filing; Indexing; Library Catalogs; Library Materials; *Library Technical Processes; Nonprint Media; Publications; *School Libraries; Subject Index Terms

ABSTRACT

Designed for use in school libraries, this manual outlines simplified procedures for cataloging, defined as the indexing of an item; for classification, defined as the assignment of a subject number to the item; and for processsing, defined as the preparation of the item so that it can be borrowed from the library. The manual is divided into 10 sections covering: (1) systems of library organization, including standard and non-standard systems, and the use of original or commercial cataloging; (2) preliminary steps in organizing a library; (3) steps in cataloging and classification, including bibliographic and physical descriptions of an item; (4) classification of books for the primary grades, fiction, nonfiction, biographies, and reference books; (5) assignment of subject headings for biographies, fiction, and books for the primary grades; (6) assignment of other index terms; (7) cataloging and classification of audiovisual materials; (8) typing of catalog cards; (9) filing of catalog cards; and (10) processing of books and audiovisual materials. Sample T-slips or preliminary typing slips, catalog cards, book pockets, and book cards are illustrated throughout the manual. (Author/ESR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224481

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CATALOGUING, CLASSIFICATION AND PROCESSING

A Simplified Guide for School Libraries

IR050006

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K.A. Cosens

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTRODUCTION

Materials collected or purchased for use in a school library need to be organized in order that students and teachers can efficiently find those materials when they are required. The library operations of cataloguing, classification, and processing are the the technical terms used to describe the procedures of this organization. Generally speaking, cataloguing refers to the indexing of an item, classification to the assignment of a subject number to the item, and processing to the preparation of the item so that it can be borrowed from the library.

Cataloguing, classification and processing are available commercially and, as these operations are highly technical, time consuming, and expensive, school libraries should investigate the feasibility of purchasing such services. Details regarding commercial processing firms are given in the section entitled "Commercial Processing".

For those libraries which decide against using commercial services, the next chapters will outline simplified procedures of cataloguing, classification, and processing. This manual is in no way meant to supplant formal training in library operations but will be of assistance to beginning library personnel.

ACKNOWLEDGEMENTS

School Library Services would like to express its appreciation to MS. Susan Traill for her major contribution to writing this section of the manual. The typing and proofreading are the work of Samantha Rothwell and Geita Forbes.

TABLE OF CONTENTS

	PAGE
SYSTEMS OF LIBRARY ORGAINZATION	1
Non-Standard Systems	
Standard Systems	
Methods of Implementing Standard Systems	
PRELIMINARY STEPS IN ORGANIZING A LIBRARY	4
CATALOGUING AND CLASSIFICATION: AN INTRODUCTION	6
Description	
Special Cases	
CLASSIFICATION	12
Easy	
Fiction	
Non-Fiction	
Special Cases	
Reference	
SUBJECT HEADINGS	18
Special Cases	
Biography	
Fiction and Easy	
OTHER INDEX TERMS	22
AUDIO-VISUAL MATERIALS	23
TYPING THE CATALOGUE CARDS	27
The Complete Card Set	
Special Cases	
FILING THE CARDS	33
PROCESSING	36
Books	
Audio-Visual Materials	

SYSTEMS OF LIBRARY ORGANIZATION

Most small private or classroom library collections do not need a formal system of organization since the individual books can be easily located; but once the collection grows larger, access becomes increasingly difficult unless some method of grouping the materials is devised. Since it is assumed that the use of the school library will be purposeful, a systematic method of organizing the library's collection must be used.

School libraries may choose to devise their own system of organization (i.e. a non-standard system), or they may follow the accepted patterns of organization used in other libraries (i.e. a standard system).

NON-STANDARD SYSTEMS

If the school does not have trained library personnel, a non-standard system of library organization may seem to be the easiest method to use, particularly if the collection is not too large. Most non-standard systems are variations on the following approaches:

Colour Coding - With this system, books are divided into subject categories and coloured tapes (one colour per subject) are placed on the spines of the books. This provides a rough sort by subject, but does not allow sorting within a subject.

Accession Numbers - Books are given a number as they are acquired by the library. The number is placed on the spine of the book and is used to shelve the book. This method provides no subject grouping.

Grade Level - Books are divided by grade level regardless of subject so that "students can find materials they can read". This assumes that books can be rigidly divided by grade level, that there will be no variation in individual students' reading abilities, and that there will be no need to find materials by subject.

While there are numerous variations on these systems, in general, all create the following problems:

-- Students and teachers must be specially trained in use of the collection; they cannot apply their knowledge of the standard systems used in public and other school libraries. At the same time, they will still have to learn standard systems if they wish to use other libraries.

-- These systems usually are not worked out in sufficient detail and inconsistencies frequently occur. The only person thoroughly familiar with such a system is the originator, and succeeding school librarians are usually baffled. The result is a deterioration of library service.

-- It is impossible to use any aids to cataloguing. Also, should a standard system be adopted at a later date, the non-standard system cannot be integrated into the new system; everything must be redone.

STANDARD SYSTEMS

The Dewey Decimal Classification System and the Sears List of Subject Headings are used by most school libraries to organize their library materials. Use of these methods of organization is explained in this booklet and is recommended, even for small school libraries, to avoid the problems enumerated above.

In other words, use of these standard methods will mean that the school library will be organized in a manner similar to other libraries; that advantage can be taken of the various aids and guides to cataloguing; that succeeding school librarians will be able to take over with minimum difficulty; and that teachers and students will be able to transfer their knowledge of the use of the school library to other school, public, and university libraries, or vice versa.

METHODS OF IMPLEMENTING STANDARD SYSTEMS

In applying these standard systems, school libraries may consult the Dewey Decimal schedules and the Sears subject heading list and do their own (i.e. original) cataloguing, they may purchase commercially-produced cataloguing, or they may use a combination of both methods.

Original Cataloguing

While original cataloguing allows for on-site, immediate and locally applied cataloguing, there are problems.

-- Original cataloguing is extremely time consuming for the cataloguer and for the typist. Professional time can be better spent in working with students and teachers, and clerical help in schools is usually at a premium.

-- It usually results in a backlog of materials which have not been fully catalogued and processed. These materials are, consequently, not available for use.

-- It requires more training and expertise than most school librarians have. Amateurs often spend long periods of time misapplying the rules. Thus, the advantages of using a standard system are negated and re-cataloguing is often necessary at a future date.

-- It is an expensive process. If the hours spent by cataloguers and typists in a division were totalled and costed, it would quickly become apparent that commercial cataloguing is more economic.

Commercial Cataloguing

Purchasing commercial cataloguing, on the other hand, does have advantages.

-- Less expertise is required on the part of the school librarian. The difficult work of trying to decide on classification numbers and subject headings is done by the professionals employed by the commercial firms. The main task for the school library staff is one of filing the cards.

-- Consistency and detail is ensured since the work is done by the professionals employed by the commercial firms.

-- There is a saving in staff time which can, in turn, be more profitably spent working with students and teachers. This is particularly true where several schools would each be spending time cataloguing the same title.

It may seem to be difficult to justify the "expense" of commercial cards, or to find a budget line. Cataloguing services can be paid for from general school funds and may be purchased through the Manitoba Text Book Bureau. (See the Learning Resources Buying Guide from this office.) The expense can easily be justified in the increased use of the library materials and the more effective use of staff time.

Addresses and complete details of services provided by commercial cataloguing companies are outlined in "Catalogue Card and Commercial Processing Services" (SL 32) available from School Library Services.

Combination

Most school libraries will opt for a combination of commercial and original cataloguing, purchasing commercial cataloguing whenever possible for new materials, and doing original cataloguing for materials already in the library collection or materials for which commercial cataloguing is not available.

PRELIMINARY STEPS IN ORGANIZING A LIBRARY

Many schools find themselves in a situation where they have a new or renovated central library facility in a school which has previously had only classroom libraries, or with a library whose non-standard classification system has become unworkable. Organizing a school library in these situations can appear to be a formidable task, but following the steps outlined here will simplify the project.

1. Contact the School Library personnel at the Department of Education (listed under Instructional Media Services). The consultants can give assistance in arranging a work party to begin organization work and/or interpret problems in school library organization. A slide-tape program "Coming To Order" may be borrowed to explain the steps in organization.

2. Assemble all library books from all areas of the school. Do not include:

   -- textbooks

   -- sets of supplementary texts and readers

   -- workbooks, lab manuals, teacher's editions

   -- multiple copies (6 or more) of any book used as a class set

   Even books which are wanted as part of a classroom collection (i.e. an extra encyclopedia, paperback fiction) should be initially catalogued as part of the central collection, and then loaned to the classroom or lab on a term loan. This facilitates inventory control and also makes a total school purchasing policy much easier to implement.

3. Sort the books into three sections.

   a) Books which should be <u>discarded</u>. Generally speaking, the following books should be discarded:

      -- old books with yellowed paper or fine print

      -- books which cannot be repaired or which have been heavily scribbled in

      -- books which have not been read for many years

      -- non-fiction books which have old copyright dates and inaccurate information

      Do not be afraid to discard materials. Old, unattractive books actually discourage students' use, and books with inaccurate information or with racial, sexual or class biases exhibited are, of course, detrimental to the educational process. Consult "Weeding the School Library" (SL 11) published by School Library Services for more information on this subject.

      (If you feel you have a genuine rare book, contact a second-hand book dealer before you throw the book away, but remember that most old textbooks, sets, etc. are quite plentiful.)

b) Books which are in need of minor repairs. Enlist the help of student or parent volunteers to help you mend these books, or send them to a commercial bindery.

c) The third pile of books should contain all the rest of the books. These books are now ready for further sorting (Steps 4-7) prior to cataloguing and processing.

4. Sort this third pile of books into three sections keeping all the copies of the same book together.

a) Easy books -- picture books and easy fiction for grades K-3

b) Fiction books -- novels and short stories

c) Non-fiction books -- books of fact

You may wish at this time to put aside paperbacks and concentrate on the hardcover books in your collection.

5. Arrange the Easy books, in alphabetical order by author, on shelves.

6. Arrange the Fiction books, in alphabetical order by author, on shelves. Remove all fairy tales, folklore. tall tales, except those with clear identifiable authors (see 7c).

7. a) Divide your Non-fiction books into broad subject groups using the ten main Dewey classes as a guide. (See SL 12 -- "Dewey Decimal Classification".)

b) From your Non-fiction collection, remove any books which can be used for quick reference (encyclopedias, dictionaries, almanacs, atlases, etc.) and place them in a separate pile. These will form the library's "Reference" collection.

c) Place in Non-fiction all individual or collections of fairy tales, folklore and tall tales. These will be placed in 398.2, a category that acknowledges the importance of folklore as a means of transmitting the values of a culture.

To summarize, you should now have three major groups of books:

-- Easy books - arranged alphabetically by author

-- Fiction books - arranged alphabetically by author

-- Non-fiction books - roughly sorted into ten groups using the broad subject groups of Dewey with an eleventh group for Reference.

Your collection is now ready to be catalogued and processed according to the procedures outlined in the rest of this manual.

CATALOGUING AND CLASSIFICATION: AN INTRODUCTION

Cataloguing and classification procedures are used to develop an index to the library collection in order that users can determine what materials the library has and be able to locate them. Essentially two files are created using 3 x 5 inch cards: first, the shelf list file for the use of the library staff; and second, the dictionary catalogue for the use of the public (i.e. other staff members and students).

The shelf list is an inventory file and thus forms a complete record of the materials owned by the library. It is the first file that should be created and should be kept in the library workroom or in a safe cupboard. The file is called a shelf list simply because the cards in it are arranged in the same order as the materials on the shelves.

The dictionary catalogue is an index to the library collection and should be kept in the main part of the library. This file is called a dictionary catalogue because the cards in it are arranged in dictionary order (i.e. in alphabetical order).

In order to create these files, certain information has to be collected, assigned and recorded for each book. There are four basic steps involved.

1. Recording the bibliographic information for the book (Description)
2. Assigning Classification Numbers
3. Assigning Subject Headings
4. Determining other index terms

As this information is collected or assigned, it is recorded on a 3 x 5 inch piece of paper. As the catalogue cards will eventually be typed from these pieces of paper, the slips are referred to as "Typing Slips" or "T-slips". You will need one T-slip for each different title in your collection.

When these steps are completed, the cards will have to be typed and then filed.

DESCRIPTION

"Describing" a book is simply recording the bibliographic information (author, title, publisher, date, number of pages) for each book on what is called a "T-slip", which may be made by cutting scrap paper into approximately 3 x 5 inch segments. This information should be recorded as it is given on the title page of the book. Follow the punctuation style exactly as it is described and illustrated in this manual. Make one T-slip for each different title in your three major groups of books (Easy, Fiction, Non-fiction). These T-slips should be neatly hand-written or printed.

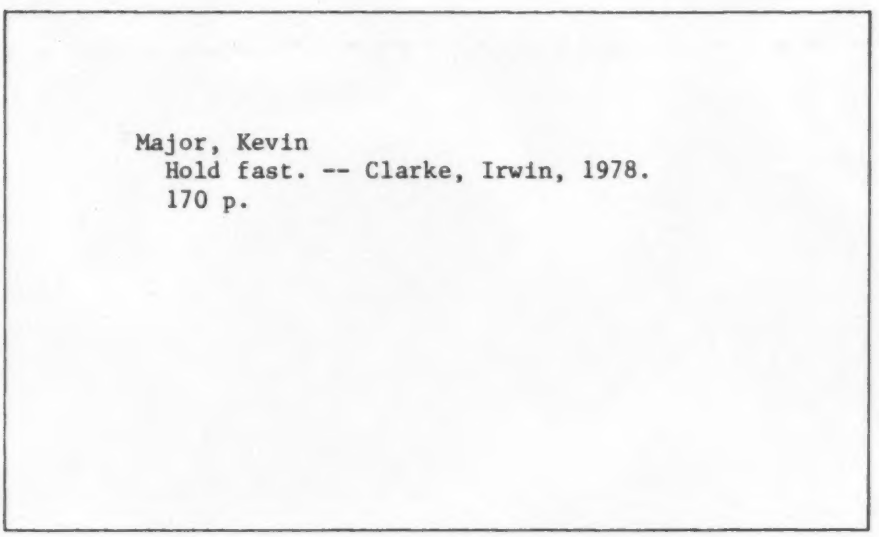

Figure 1: A Typical T-slip

Author

-- The author's name appears on the top line approximately 3/4" (2 cm) from the edge and 5/8" (1.5 cm) from the top of the T-slip.

-- The surname is given first, followed by a comma, and then the given names of the author, in usual order.

-- If there is more than one author, record only the first given on the title page.

-- If there is no author, read the section on "Special Cases" at the end of this chapter.

Title

-- The title is recorded on the next line and is indented two spaces under the author.

-- Only the first word and proper names are capialized.

-- Subtitles follow the main title and are preceded by space-colon-space (:).

-- The full title is the beginning of the "title paragraph".

Statement of Responsibility -- A "Statement of Responsibility" follows the title and is preceded by a space-slash-space (/).

-- A "Statement of Responsibility" is needed when there are two authors, when there is an illustrator in addition to the author, or when there is an editor.

Lunn, Janet
The twelve dancing princesses / illustrated by Laszlo Gal. -- Methuen, 1979.
28 p. : ill.

Figure 2:
T-slip with Illustrator

Sealey, D Bruce
The Metis : Canada's forgotten people / by D. Bruce Sealey and Antoine S. Lussier. -- Manitoba Metis Federation Press, 1975.
200 p. : ill.

Figure 3:
T-slip with Two Authors

Edition -- The edition statement, if necessary, is next.

-- It is preceded by a period-space-dash-space (. --). (As most typewriters do not have dashes, it is practice, when typing, to use two hyphens.)

-- The edition statement is included to indicate a revised edition, or a numbered edition. Use abbreviations: Rev. ed., 3rd ed.

Jenness, Diamond
The Indians of Canada. -- 7th ed. --
University of Toronto Press, 1977.
432 p. : ill.

Figure 4: T-slip with Edition Statement

Publisher -- The publisher is next and is preceded by a period-space-dash-space (. --).

-- The publisher's name may be shortened to eliminate "Ltd.", "Co.", etc.

Date -- The date follows the publisher and is preceded by a comma-space (,).

-- If there is no date on the title page, choose the most recent copyright date. Copyright dates usually appear on the back of the title page.

-- If there is no date available, give an approximate date of publication (i.e. 1979? or 197_).

-- The date completes the title paragraph.

Physical Description -- Begin a new paragraph for the physical description and indent it two spaces.

-- Record the last numbered page, leave a space, and then record the abbreviation "p." (i.e. 354 p.).

-- If the book is illustrated with pictures, diagrams, photographs, drawings, tables, maps, etc., record the abbreviation "ill." after the number of pages. It should be preceded by a space-colon-space (:).

SPECIAL CASES

Books with Editors

T-slips for books which are produced under the direction of editors begin with the title and include the name of the editor in the "Statement of Responsibility" area. Note that the indentation pattern is slightly different when the T-slip begins with the title: the second and succeeding lines are indented two spaces under the first line.

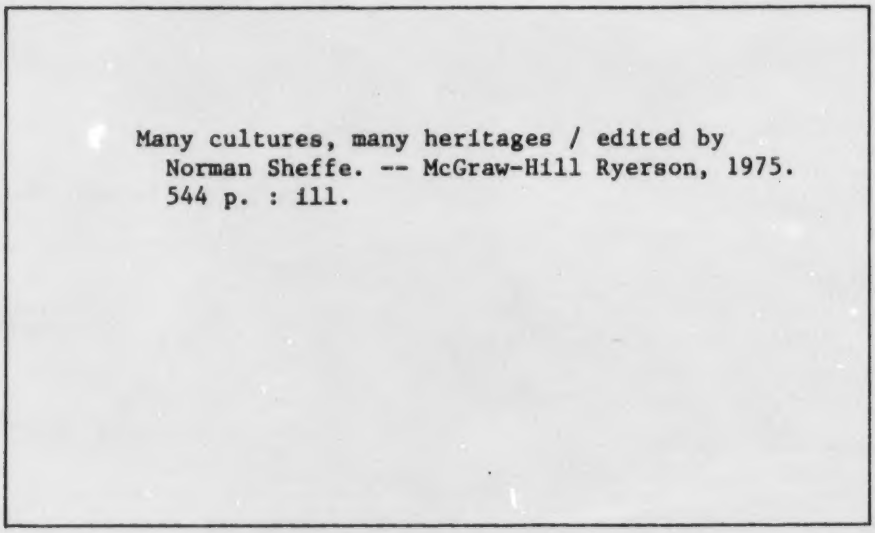

Figure 5: T-slip for Book with Editor

Books without Authors

Sometimes it is impossible to identify an author for the book. In this case, simply begin with the title and follow the indentation pattern illustrated.

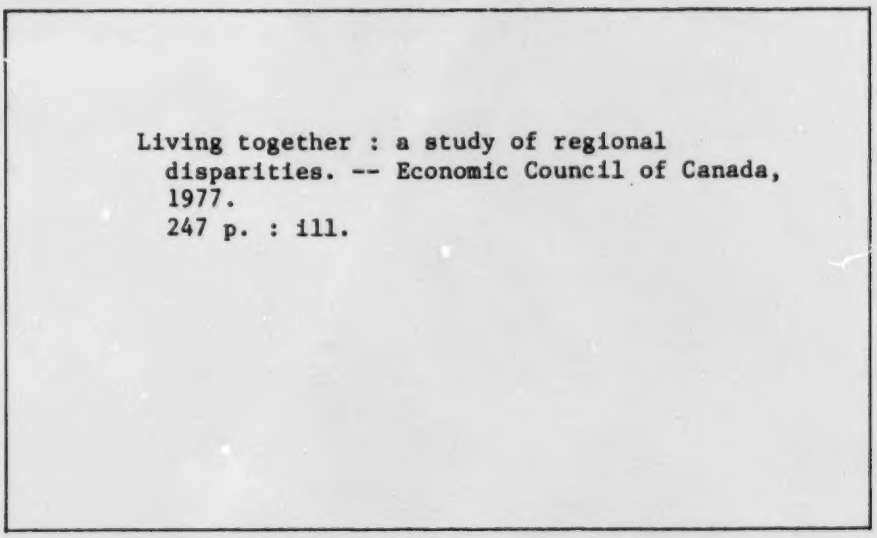

Figure 6:

T-slip for Book without Author(s)

Two Copies of the Same Book

If you have two or more copies of the same book, you should record this information on your T-slip. Record "c.1" (for copy 1), "c.2", etc. (for as many copies as you have) near the left-hand edge of the card and near the centre of the card.

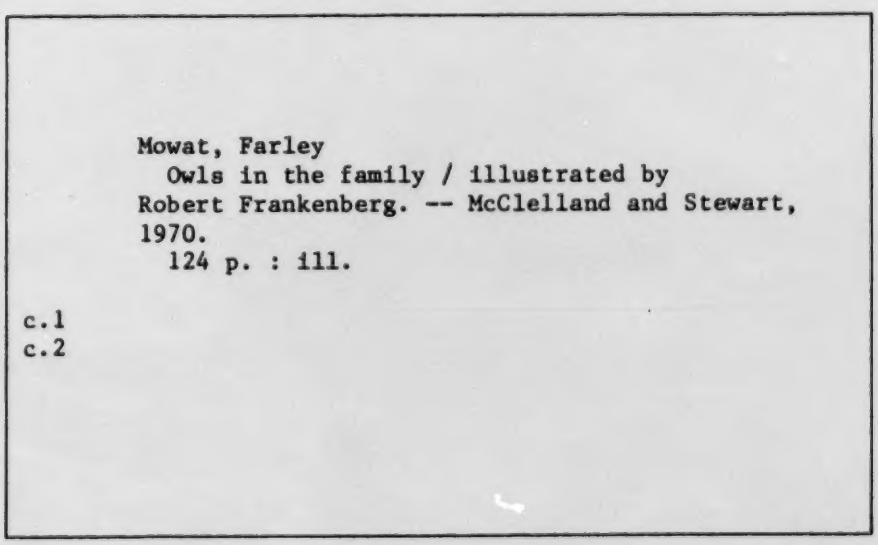

Figure 7:

T-slip for Book with Two Copies

CLASSIFICATION

A classification number is now added to the T-slip and appears in the upper left-hand corner opposite the author. In classifying library collections, numbers and/or letters are assigned to the books to represent the subject of the book. These notations, which are called "call numbers", are also used to arrange the books on the shelves. Generally, library collections are separated into three major sections: Easy, Fiction, and Non-fiction.

EASY

Easy books are found in elementary schools and include picture books and easy-to-read fiction suitable for children in the primary grades. All Easy books take the notation "E". Easy books are usually arranged aphabetically by author, so a further designation is added to the "E" to represent the author's surname. The first three letters of the author's surname are generally used and, if there is no author, the first three letters of the title are substituted (omitting "a", "an" and "the").

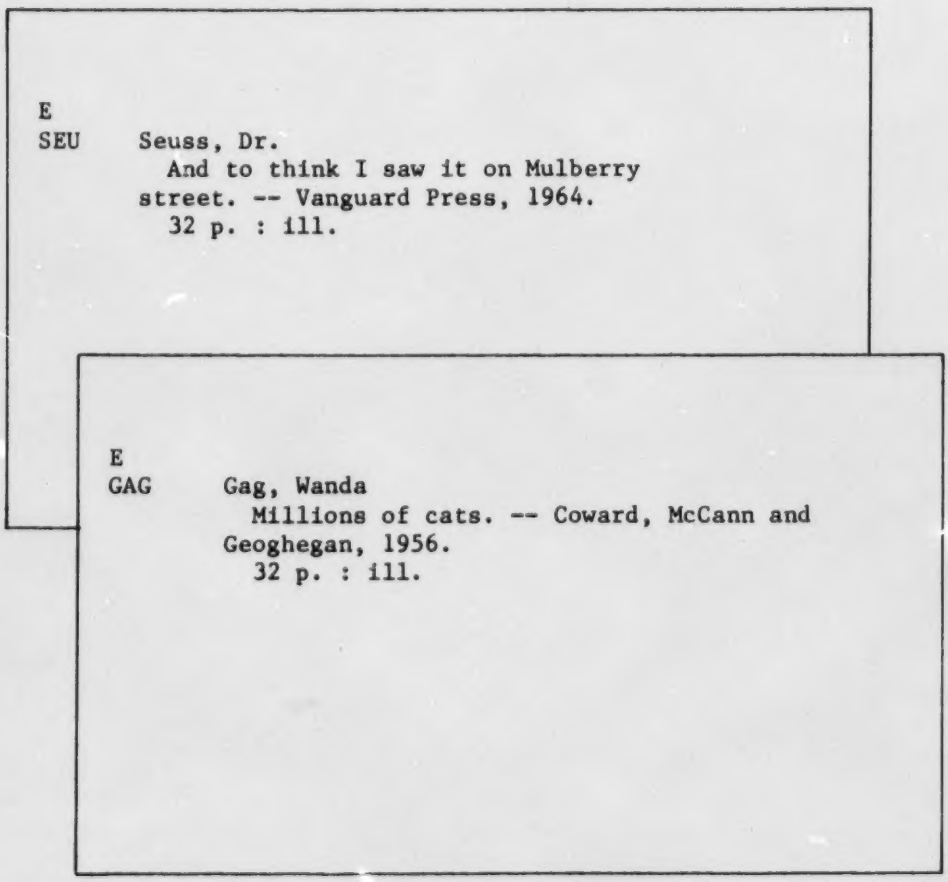
E
SEU Seuss, Dr.
And to think I saw it on Mulberry street. -- Vanguard Press, 1964.
32 p. : ill.
E
GAG Gag, Wanda
Millions of cats. -- Coward, McCann and Geoghegan, 1956.
32 p. : ill.

Figure 8: Examples of EASY classification

FICTION

Fiction materials are usually designated by "FIC" or "F" and are also arranged alphabetically by the author's surname. Again, the first three letters of the author's surname or the title, if there is no author, are used.

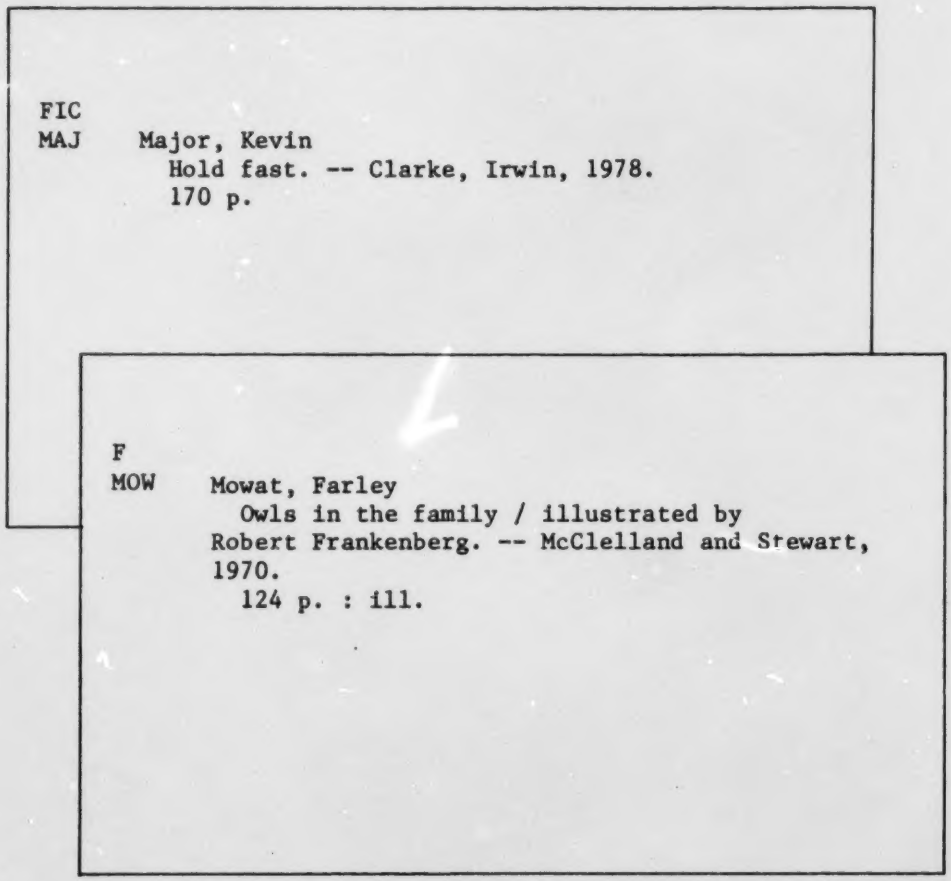

Figure 9: Examples of *FICTION* classification

NON-FICTION

School libraries primarily use the Dewey Decimal Classification scheme to organize their non-fiction materials. The Dewey Decimal Classification scheme is a hierarchical classification scheme, and it uses a decimal principle for subdivision. Thus, there are ten main classes; each main class is broken down into ten divisions; and each division is further broken down into ten subdivisions; etc.

900 - History

970 - North American History

971 - Canadian History

971.2 - Canadian Prairie History

971.27 - Manitoban History

A simplified version of the Dewey Decimal Classification scheme (SL 12) has been prepared by School Library Services to meet the needs of schools with small libraries. It is not meant to preclude the use of the 11th abridged, or the 19th unabridged edition of Dewey (both of which may be borrowed from the Department of Education Library or purchased through the Manitoba Text Book Bureau), but it will provide assistance to beginning library personnel.

To assign a classification number, you must determine the subject of the book and the treatment it receives. This is done by examining the title, the table of contents, the "blurb" on the dust jacket, the preface, and the text. Note that the title may be misleading, so avoid assigning a classification number solely on the title. If a book has two or more subjects, choose the classification number for the most important subject.

As you do this, keep in mind that Dewey classifies primarily by a <u>disciplinary</u> approach to the subject. The subject "corn" treated as a farm product goes under the number for farming. "Corn" as a grain may go in a number in the Pure Sciences - 500's. "Corn" as a basic for designing decorative displays for Fall will be in the 700's.

Once you have determined the subject of the book, assign a classification number in the following way. Using the 11th abridged, the 19th unabridged, or the School Library Services edition of Dewey...

1. Turn to the outline of the ten main classes provided at the beginning of the classification scheme and determine in which main class the book belongs.

2. Then, turn to the outline of the 100 divisions of the ten main classes (also provided at the beginning of the classification scheme) and determine in which division of your main class the book belongs.

3. Finally, turn to the schedules (i.e. the detailed outline of the classification numbers) and choose the most specific number for the book.

As with Fiction and Easy books, the call number is completed with the first three letters of the author's surname. If there is no author, the first three letters of the title are used (omitting "a", "an" or "the").

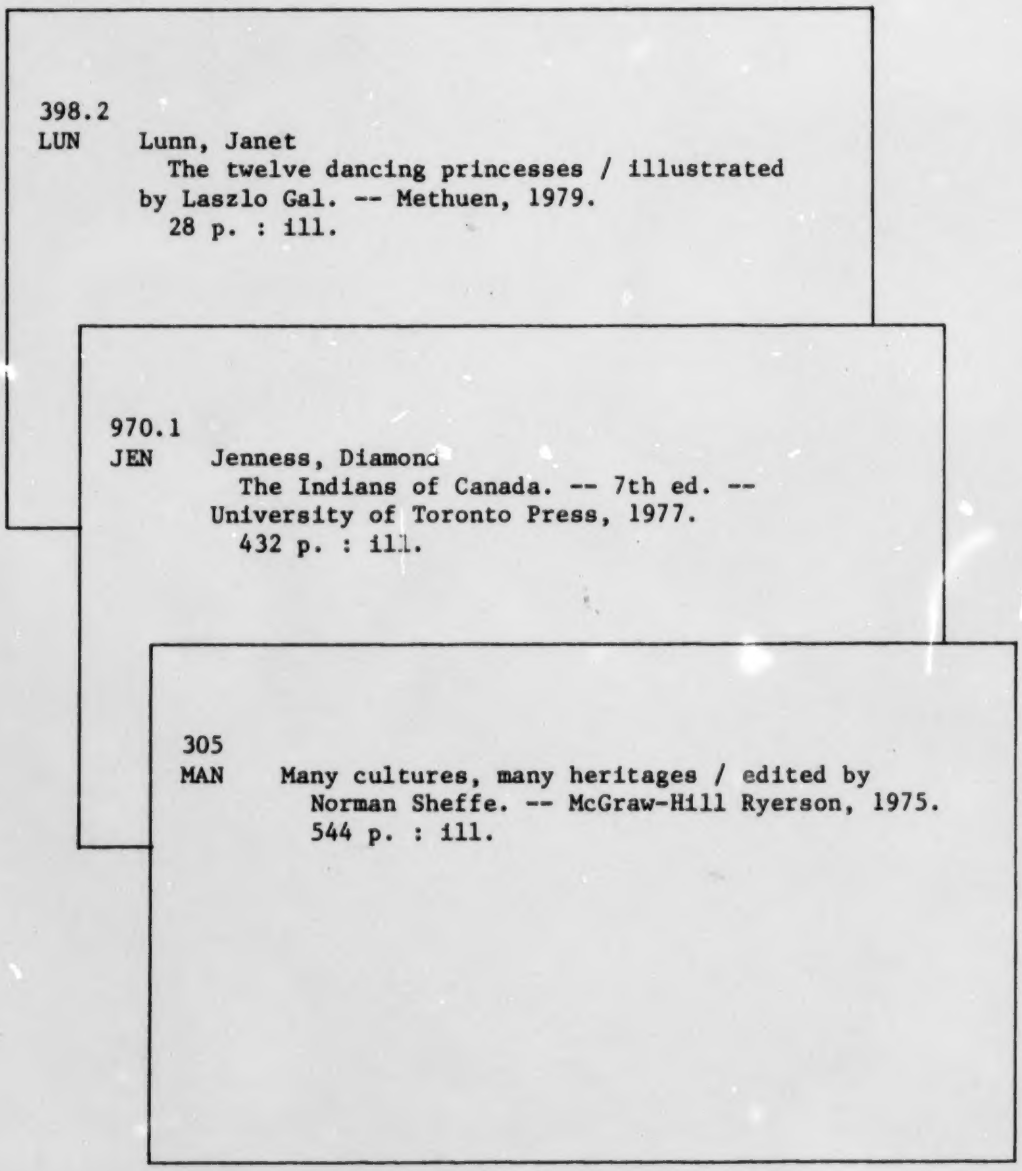
398.2
LUN Lunn, Janet
The twelve dancing princesses / illustrated by Laszlo Gal. -- Methuen, 1979.
28 p. : ill.
970.1
JEN Jenness, Diamond
The Indians of Canada. -- 7th ed. -- University of Toronto Press, 1977.
432 p. : ill.
305
MAN Many cultures, many heritages / edited by Norman Sheffe. -- McGraw-Hill Ryerson, 1975.
544 p. : ill.

Figure 10: Examples of *NON-FICTION* classification

SPECIAL CASES

Biography

Biographies are usually given the classification number 921, and they are sub-arranged alphabetically first by the person about whom the biography is written, the biographee, and second by the author. Consequently, the initials immediately following the classification number (921) represent the biographee's surname, and the second set of initials represents the author's surname. This second set of initials is optional. See example 11A below.

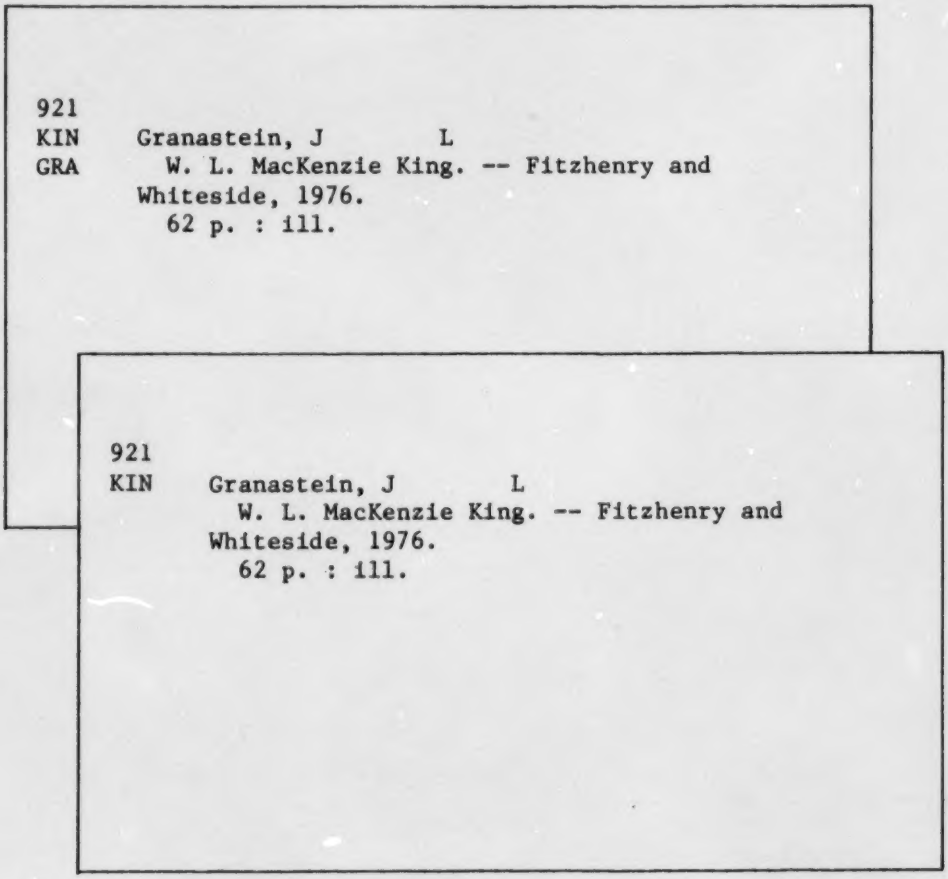
921
KIN Granastein, J L
GRA W. L. MacKenzie King. -- Fitzhenry and Whiteside, 1976.
62 p. : ill.
921
KIN Granastein, J L
W. L. MacKenzie King. -- Fitzhenry and Whiteside, 1976.
62 p. : ill.

Figure 11: Example of classification for *Biography*

Reference

Most libraries will set up a "reference" section for materials such as encyclopedias, dictionaries, atlases and almanacs. Usually these materials are shelved separately and often do not circulate from the library. To indicate that an item is "reference", it is necessary to include with the call number the notation "R" or "REF". Note that reference books are ones which are used for quick information (atlases, yearbooks, almanacs), or ones which are not meant to be read from cover to cover (encyclopedias). Other general non-fiction materials do not take the notation "R" or "REF".

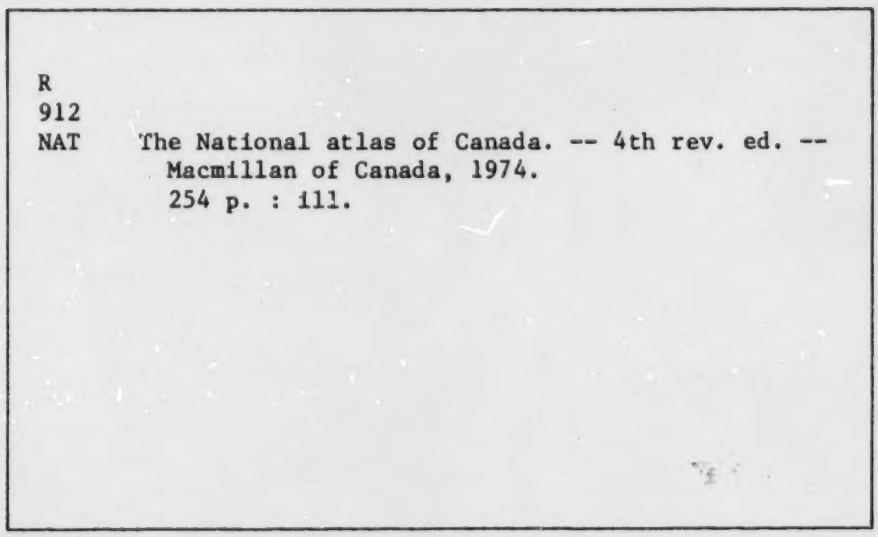

Figure 12: Example of Reference classification

SUBJECT HEADINGS

Subject headings must now be added to the T-slips. In choosing subject headings, you are deciding what index terms will appear in the dictionary catalogue for the book. The chosen headings are numbered with Arabic numerals and recorded at the bottom of the T-slip.

To assist users, it is important to be consistent in the use of terminology to designate a particular subject. For this reason, libraries have developed standard lists of subject headings. The standard lists most commonly used in school libraries are the Sear's List of Subject Headings and The Canadian Companion to the Sear's list. A simplified version of these lists has been prepared by School Library Services to meet the needs of schools with small libraries. This simplified version is not meant to preclude the use of the 11th edition of Sears (which may be borrowed from the Department of Education Library), but it may prove useful to beginning library personnel. PLEASE NOTE THAT SUBJECT HEADINGS ARE NOT ASSIGNED FROM DEWEY!

In assigning subject headings, you must determine the subject or subjects of the book. This is done by examining the title, the table of contents, the "blurb" on the dust jacket, the preface and the text.

Then jot down a subject, or subjects, and verify that your choice is permitted as a subject heading in the standardized list. If the subject you have in mind is not part of the list, consult related subjects. It is possible, though not advisable (and only when all other avenues have been explored) to add subject headings to the list. If you do choose to add a subject heading to the list, be sure to record the addition in its proper place (in your own copy of the list you retain in your library.)

Generally, most school libraries will find that one subject heading per item is sufficient, though there may be occasions when two or three are required to cover the scope of the item.

Choose as specific a heading as possible. A book exclusively about bears should take the heading BEARS rather than the general heading ANIMALS. On the other hand, choose a general heading rather than many (three or more) specific headings. For a book about several different animals, the more inclusive heading ANIMALS should be used rather than separate headings for each animal mentioned.

The subject heading is listed at the bottom of the T-slip with an Arabic numberal preceding it. Such a notation is called a "tracing" and instructs the typist to prepare a subject card.

398.2
LUN Lunn, Janet
The twelve dancing princesses / illustrated by Laszlo Gal. -- Methuen, 1979.
28 p. : ill.

1. FAIRY TALES

970.1
JEN Jenness, Diamond
The Indians of Canada. -- 7th ed. -- University of Toronto Press, 1977.
432 p. : ill.

1. INDIANS OF NORTH AMERICA - CANADA

R
912
NAT The National atlas of Canada. -- 4th rev. ed. -- Macmillan of Canada, 1974.
254 p. : ill.

1. CANADA - MAPS

Figure 13: Examples of Non-fiction Subject Headings

SPECIAL CASES

Biography

Biographies should include a subject heading for the biographee. This heading should include the full name of the biographee and the person's birth and death dates. It is often necessary to consult reference sources to determine accurately the spelling of the person's name and the appropriate dates.

```
921
KIN     Granastein, J        L
GRA       W. L. MacKenzie King. -- Fitzhenry and
        Whiteside, 1976.
          62 p. : ill.



          1. KING, WILLIAM LYON MACKENZIE, 1919-1948
```

Figure 14: Example of Biography Subject Heading

Fiction and Easy

School libraries often find it valuable to include subject headings for Fiction and Easy materials. This makes it easier to identify storybooks about particular subjects. In general, add the word "FICTION" as a subdivision of other subjects to indicate that the book is a work of fiction.

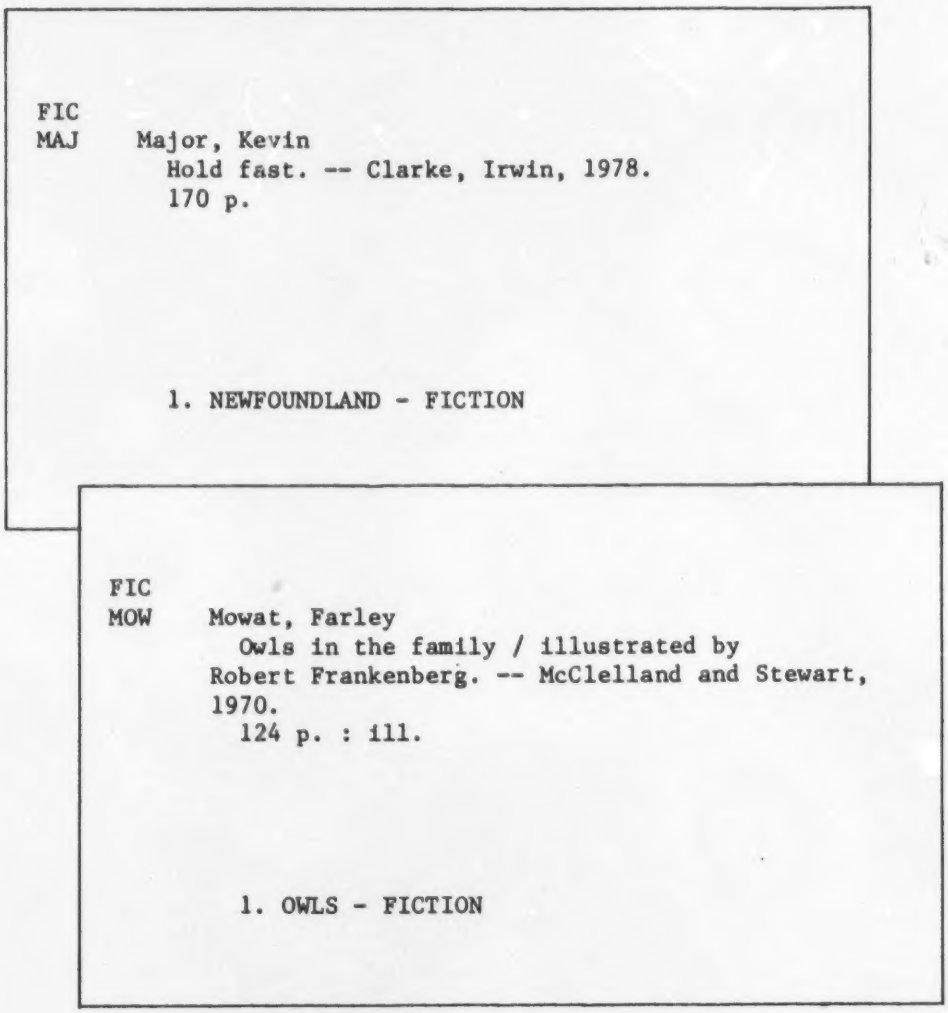

Figure 15: Examples of Fiction Subject Headings

OTHER INDEX TERMS

Users of the library may be looking for books on a particular subject, by a particular author, or with a particular title. Subject headings provide index terms for the subjects, and it is now necessary to determine if other (author, illustrator, editor, title) index terms need to be added. Guidelines for determining which index terms to add:

-- if the book has an author, make an entry for the title

-- if the book has an important illustrator, make an entry for the illustrator (optional)

-- in most cases, editors can be disregarded in school libraries

Number these extra index entries with Roman numerals at the bottom of the card following the subject headings. Note that the abbreviation "illus." is used for "illustrator". Subject headings only are preceded by Arabic numerals. All other index terms (illustrator; additional author; editor; title) are preceded by Roman numerals.

398.2
LUN Lunn, Janet
The twelve dancing princesses / illustrated by Laszlo Gal. -- Methuen, 1979.
28 p. : ill.

1. FAIRY TALES I. ILLUS. II. TITLE

FIC
MAJ Major, Kevin
Hold fast. -- Clarke, Irwin, 1978.
170 p.

1. NEWFOUNDLAND - FICTION I. TITLE

27

Figure 16: Examples of "Other" Index Terms

AUDIO-VISUAL MATERIALS

The description for audio-visual or non-book materials follows the same principles as those for books, but the specifics change. Like books, one must identify the title, the producer and the date of production; the chief difference is that most audio-visual items are without identifiable "authors".

In describing the physical item, one must identify the number of frames in the filmstrip, the length and format of the audio or video recording, and the components of the kit, rather than the number of pages.

Further, to alert the user of the catalogue to the fact that the item is not a book, a "General Material Designation" (GMD) is appended in square brackets after the title. The GMD, thus, indicates the precise format of the item. Because the media designation is given immediately following the title, it is not necessary to use a designation as part of the call number. As with subject headings, only certain terms are allowed as GMD's, and the following are the ones which will be most commonly found in the school library:

chart	picture
filmstrip	realia
game	slide
globe	sound recording
kit (2 or more media)	transparency
map	video recording
model	

The procedures outlined in the chapters on classification and subject headings apply equally to books and audio-visual materials. The examples which follow illustrate some of the most common forms of audio-visual materials found in school libraries. Use these examples as guides when doing your own cataloguing.

917.1
C The Canadian Shield [filmstrip]. -- National Film Board, 1965.
40 frames, 1 guide

1. CANADA - GEOGRAPHY

Figure 17: Filmstrip (alone)

324
HOW How women won the vote in Manitoba [kit]. -- Manitoba Department of Education, 1979.
1 filmstrip, 1 sound cassette, 1 teacher's guide

1. WOMEN - SUFFRAGE 2. MANITOBA - HISTORY

Figure 18: Kit (including filmstrip and cassette)

342.4
SEN The Senate [sound recording] / Eugene Foisey interviewed by F. Conrad Raabe. -- Toronto: OISE, 1977.
1 cassette

I. Foisey, Eugene

Figure 19: Sound Recording (in cassette form)

917.1
SWA Swatridge, L A
Geography of Canada [transparency]. -- McIntyre, 1970.
28 transparencies with overlays

1. CANADA - GEOGRAPHY I. TITLE

Figure 20: Transparency

808.81
HAP Happenings [sound recording] / read by Charles Gardiner, José Strauss, and John Linstrum. -- George G. Harrap, 1967.
1 disc

1. POETRY - COLLECTIONS

Figure 21: Sound Recording (in record form)

TYPING THE CATALOGUE CARDS

While library cards may be neatly written or printed if no typist is available, it is strongly recommended that the cards be typed. Library catalogues use 3 x 5 inch cards, and each card should follow a standard format.

The typewriter should be set in the following way:

margin	2 spaces from left edge of card	
1st tab	9 spaces from left edge of card	(1st indentation)
2nd tab	11 spaces from left edge of card	(2nd indentation)

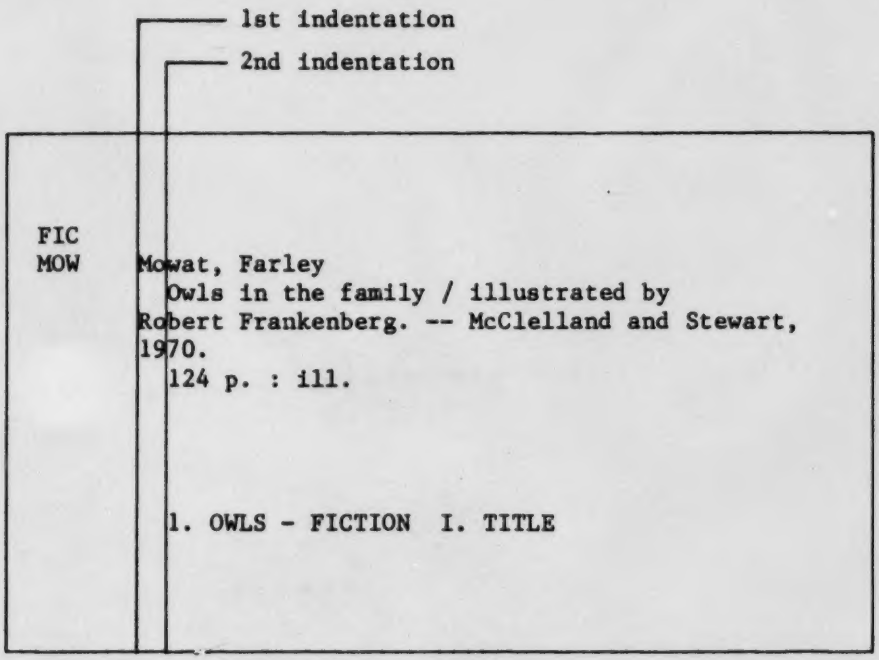

Figure 22: A Typed Card Showing Indentations

Call Number -- should be typed on the third line from the top of the card at the left margin in block style.

Author -- should be typed on the fourth line beginning at the 1st indentation.

Title Paragraph -- (i.e. title, statement of responsibility, edition, publisher, date)

should be typed on the fifth line beginning at the second indentation. The second and succeeding lines of the title paragraph should commence at the first indentation.

Physical Description -- begins at the second indentation on the line following the title paragraph. Any extension of the physical description should start at the first indentation of the next line.

Subject Headings and Other Index Terms -- begin at the second indentation as close to the bottom of the card as possible. (Avoid typing through the hole at the bottom of the card.) Second lines of this paragraph also begin at the first indentation.

THE COMPLETE CARD SET

A complete card set for any item in the library consists of...

-- *a shelf list card*, and

-- *dictionary catalogue cards*...which include...

- *a card similar to the shelf list card*, and
- *one card for each of the subject headings and other index terms* listed at the botton of the shelf list card.

The shelf list card is the inventory card and is kept in the library office. It will show how many copies of this title the library has and will indicate what cards are in the dictionary catalogue for this book. (This latter information can be determined from the subject headings and other index terms listed at the bottom of the card.)

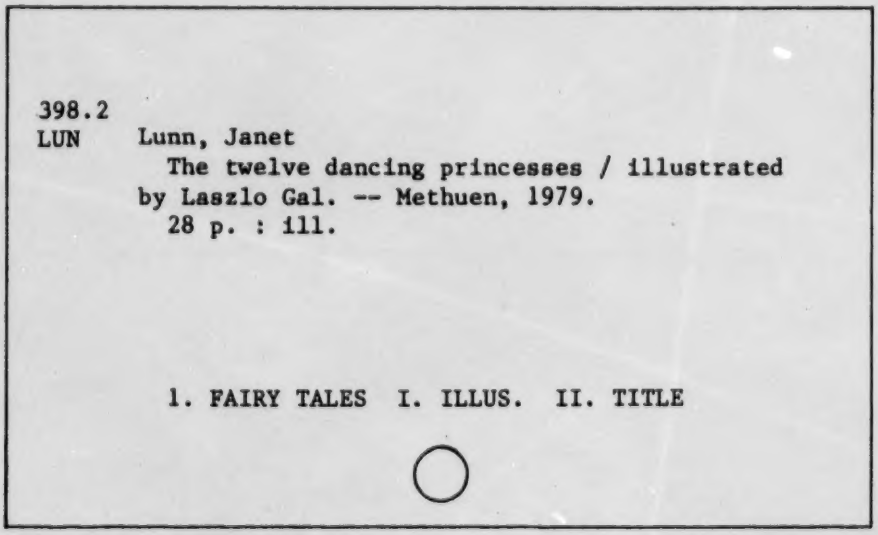
398.2
LUN
Lunn, Janet
The twelve dancing princesses / illustrated by Laszlo Gal. -- Methuen, 1979.
28 p. : ill.
1. FAIRY TALES I. ILLUS. II. TITLE

Figure 23: A Typed *SHELF LIST* Card

Dictionary catalogue cards do not need to repeat the subject headings and other index terms which are at the bottom of the shelf list card. The first card typed for the dictionary catalogue should be identical to the shelf list card up to the end of the physical description paragraph. This is the basic card.

To create subject, title and illustrator cards for the dictionary catalogue, make additional copies of the basic card -- one for each subject heading and other index term listed. Type the subject heading or the title or the name of the

illustrator at the top of one of these basic cards beginning at the second indentation on the second line from the top of the card. Subject headings should be typed in UPPER CASE; titles and illustrators in upper and lower case. Together, Figures 23-27 illustrate a complete typed card set. This particular book requires five cards to complete the set: *Shelf List* (Fig. 23); *Author* (Fig. 24); *Subject* (Fig. 25); *Illustrator* (Fig. 26); and *Title* (Fig. 27). Other books may need only four cards. If several subjects are used, some books could require six or more.

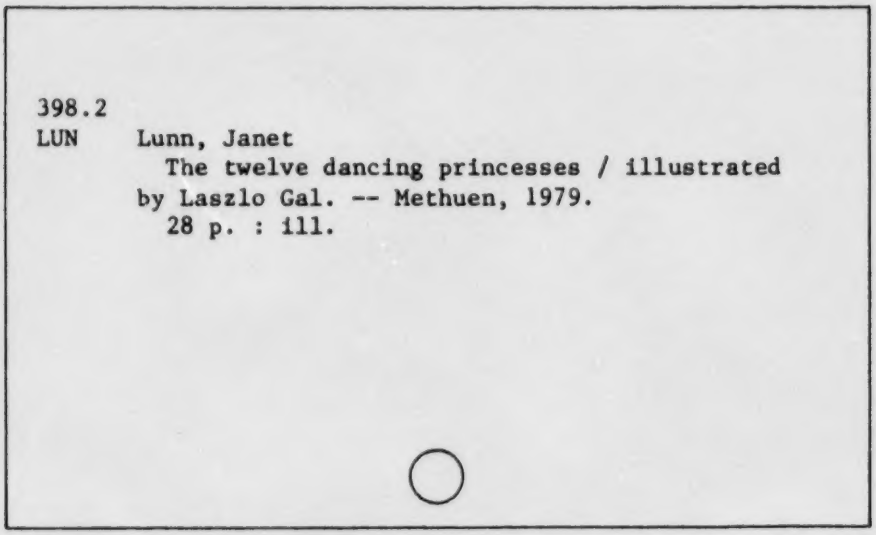

Figure 24: A Typed *AUTHOR* Card

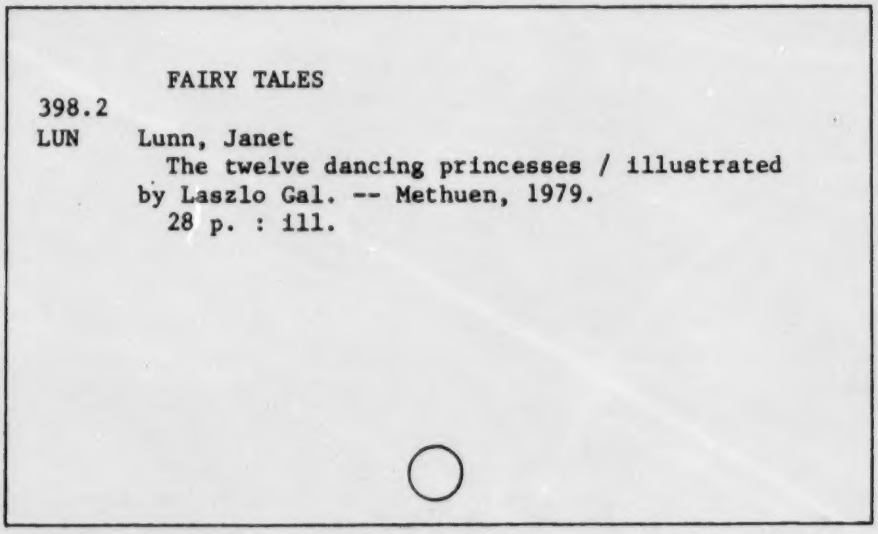

Figure 25: A Typed *SUBJECT* Card

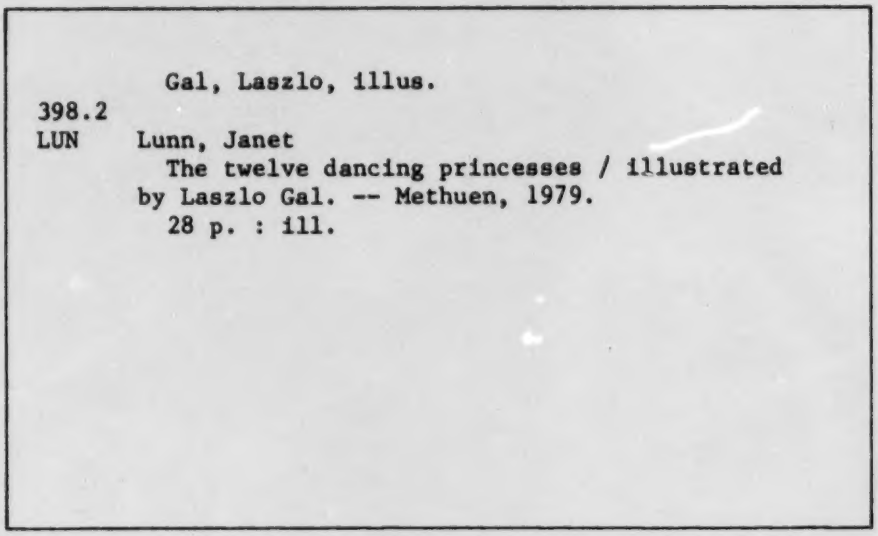

Figure 26: A Typed *ILLUSTRATOR* Card

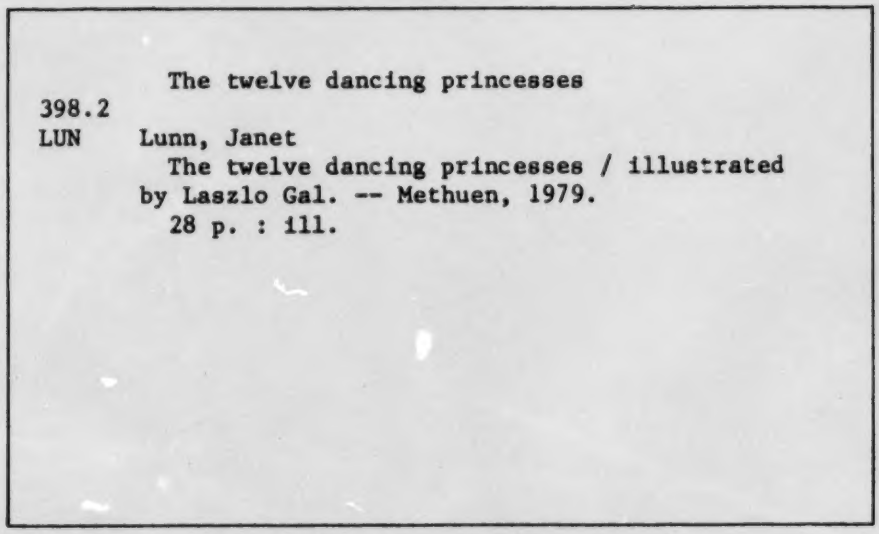
The twelve dancing princesses
398.2
LUN Lunn, Janet
The twelve dancing princesses / illustrated
by Laszlo Gal. -- Methuen, 1979.
28 p. : ill.

Figure 27: A Typed *TITLE* Card

SPECIAL CASES

Title-first Card

When the card T-slip begins with the title (and not an author), the format is slightly different. The title begins on the third line at the first indentation; the extension is carried over on to the next line at the second indentation.

808.81
HAP Happenings [sound recording] / read by
Charles Gardiner, Jose Strauss and John
Linstrum. -- George G. Harrap, 1967.
1 disc

1. POETRY - COLLECTIONS

Figure 28: A Typed *TITLE-FIRST* Card

FILING THE CARDS

SHELF LIST

The shelf list file contains one card for each distinct title in the library, and is arranged in the same order as the materials on the shelves. To file the shelf list cards, then, the first thing to do is to make three groups of cards: one for Easy, one for Fiction, and one for Non-Fiction cards.

Easy

1. Arrange the Easy cards in alphabetical order by author (or by title in cases where there is no author).

2. Sub-arrange books by the same author alphabetically by title.

Fiction

1. Arrange the Fiction cards in alphabetical order by author (or by title in cases where there is no author).

2. Sub-arrange books by the same author alphabetically by title.

Non-Fiction

1. Arrange the Non-Fiction cards in numeral order by Dewey number - remembering that Dewey numbers are decimal numbers. Thus, the following is the correct sequence:

   301 301.2 301.24 301.4

2. Sub-arrange cards with the same number alphabetically by author (or by title, if there is no author).

DICTIONARY CATALOGUE

1. Interfile all the dictionary catalogue cards in one alphabetical sequence. That is, interfile the basic card, the subject heading cards and the cards for the other index terms (title, illustrator).

2. Alphabetize by the TOP line of the card. When the top lines are identifical, sub-arrange by the next line on the card.

3. Ignore the articles "a," "an," and "the" when they occur at the beginning of a title. These articles are to be considered in alphabetizing when they occur in the middle of the heading.

4. Alphabetize character space by character space. Blank character spaces come before character spaces with letters. Thus, shorter words come before longer words beginning with the same letters.

The New mathematics

New World atlas

Newman, Joan

5. Acronyms are filed as single words

Under the green umberella

Unesco

The Unions of Canada

6. Abbreviations, numerals and dates are filed as if spelt out in full

Dr.	is filed as	Doctor
St.	is filed as	Saint
10	is filed as	ten
101	is filed as	one hundred and one
1066	is filed as	ten sixty-six

7. Apostrophes are disregarded and the word containing the apostrophe is filed as one word.

I saw three ships

I'm moving

Images for a Canadian heritage.

8. File hyphenated words as one word when the part before the hyphen is a prefix. File hyphenated words as two words when the part before the hyphen is a complete word.

Audio systems handbook

Audio-visual aids

Audio visual materials

Co-operate with us

Cooperating; an analysis

Co-operation and conflict

Cooperative management

9. Proper names with a prefix are filed as one word.

   De Brunhoff

   Dejong

   De la Roche

   Delaware

10. Subject cards with date subdivisions are sub-arranged chronologically with the earliest date first. The more inclusive period precedes the more specific period.

    CANADA - HISTORY - TO 1763 (NEW FRANCE)

    CANADA - HISTORY - TO 1663-1713

    CANADA - HISTORY - TO 1713-1763

    CANADA - HISTORY - TO 1763-1867

    CANADA - HISTORY - CONFEDERATION, 1867

PROCESSING

Once you have prepared the necessary cards, it remains to prepare the items for circulation from the library. Use the following list as a guide.

BOOKS

1. Stamp the book with the school stamp in the following (suggested) places - the fly leaf
   - the lower part of the title page
   - on the edges of the pages, with the book firmly closed.

2. Type or print neatly a book pocket and card for each item according to the examples given. (See Figure 29). Note that only the author's surname is used and it is suggested that it be typed in capitals.

3. Type or print neatly the call number for each book on a label and attach it to the spine of the book. Try to be consistent about the placement of this label. Spray or paint the label with plastic lacquor, or cover it with special transparent tape.

4. Paste the pocket in either the front or back of the book. Again, be consistent about your use of the front or back. Place the book card in the pocket. If you are using date due slips, attach one to the pocket below the typed title.

5. Books with paper dust jackets should be covered with plastic book jackets for protection.

AUDIO-VISUAL MATERIALS

There are so many ways that audio-visual materials may be packaged that it is difficult to detail the various processing methods. In general, though, follow these steps:

1. Stamp the item with school stamp

2. Prepare a book card and pocket as you would for a book and attach it to the box. (It is often useful to label the component parts of the box so that when the item is returned to the library, it is easy to verify that nothing has been lost or misplaced. See Figure 30).

3. Prepare a call number label and attach it to the box. Cover the label with tape or spray it with plastic lacquor.

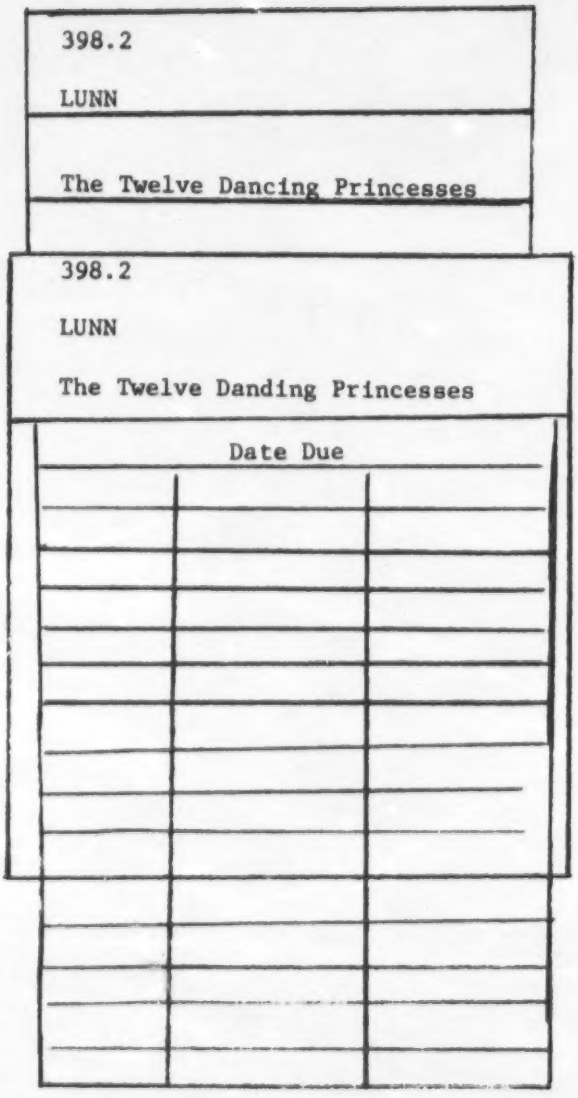

Figure 29: Pocket and card for a book.

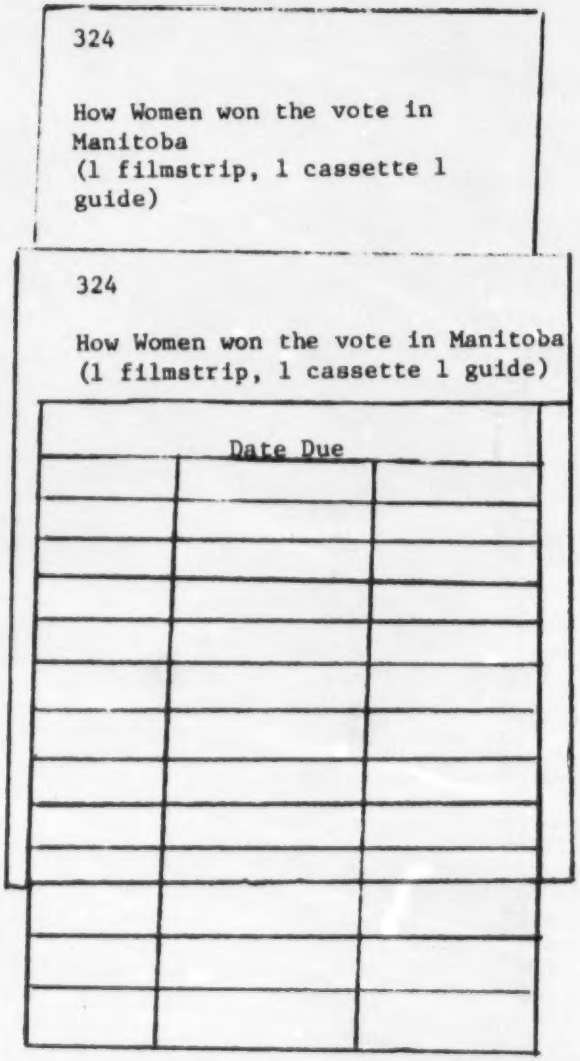
324
How Women won the vote in Manitoba
(1 filmstrip, 1 cassette 1 guide)
324
How Women won the vote in Manitoba
(1 filmstrip, 1 cassette 1 guide)
Date Due

Figure 30: Pocket and card for an audio-visual item.